

Providence
Schools



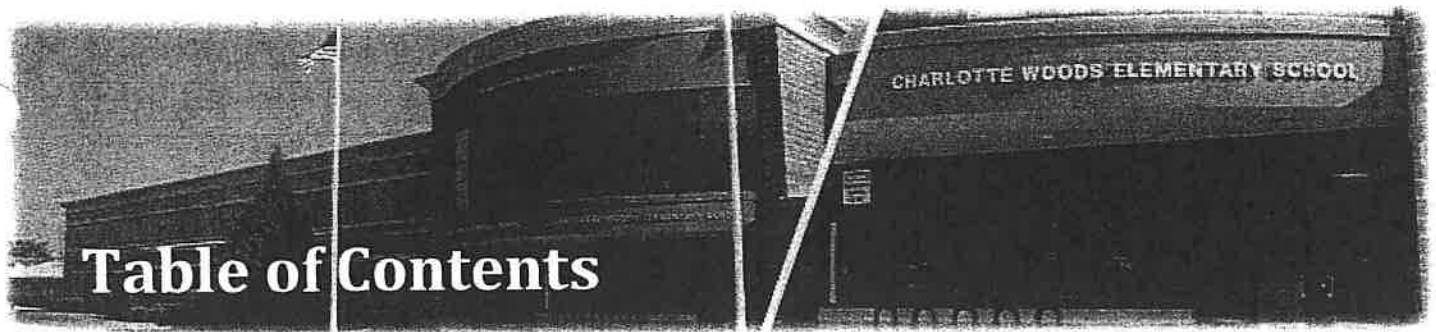
BJ Clanton Complex
Woods and Young Elementary School
School Reform Plan

Transformation Office

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Title I 1003 (g) School Improvement Grant Application
Completed by: Woods and Young Elementary School, Providence Public School District
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I. Needs Assessment

School Context

Charlotte Woods and Sgt. Cornel Young Elementary Schools are part of the B.J. Clanton Complex located in South Providence, serving 469 students in grades K to 5. As part of the school improvement process, next year the two elementary schools will merge. One side of the building will house grades pre-kindergarten to 2, and the other will house grades 3 to 4. One side will be named Woods and the other Young.

Demographic Data:

- The majority (60%) of students are of Hispanic/Latino descent. The remaining students are African American (27%), Caucasian (.5%), and Asian (1%).
- 95% of students qualify for free and reduced-price lunch.
- 42% of students have Limited English Proficiency (LEP).
- 43% of students have an Individualized Education Plan (IEP).

Literacy/ELA

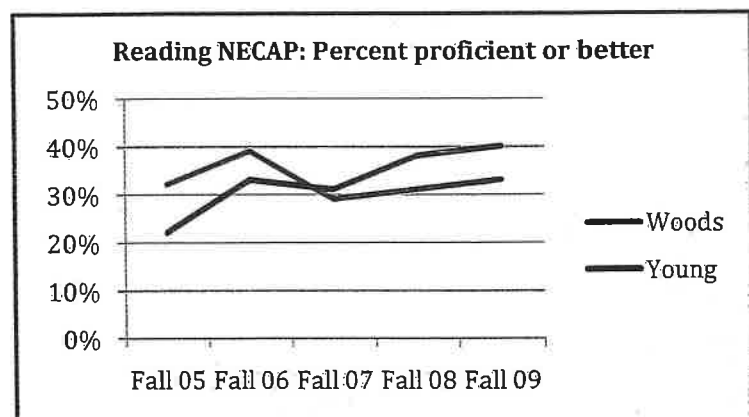
ELA proficiency levels, as measured by NECAP, SAT10, and DIBELS, are far below where they need to be at both Woods and Young. With nearly half of the students identified as English Language Learners (ELL) and/or having an Individualized Education Plan (IEP), the needs highlighted in the data below are evident.

Areas of Strength:

- At Young, the percentage of students who achieved proficiency on the 5th grade NECAP increased from 38% in 2007 to 54% in 2009.
- Although students continue to perform below average on the SAT10 assessment, data indicated a positive trend for both schools in the area of vocabulary.
- DIBELS grade 2 data for both Woods and Young showed a decrease in the number of students not meeting the end year benchmark (45% in 2008-2009 to 34% in 2009-2010).

Areas of Concern:

- Over the past three years, students at Woods and Young have consistently scored below proficient on the NECAP exam in all areas (reading, comprehension, and vocabulary). Over the past three years, between 60% and 78% of students per year have performed



below proficient.

- A disaggregated NECAP analysis shows that students with an IEP and/or ELL status fare even worse; between 71% and 100% of students scored below proficient in the past three years.
- ACCESS data from the past three years demonstrate that students may not have the language skills needed to achieve NECAP and SAT10 proficiency. In the past three years, the majority of ELL students achieved between levels 1 and 3 (*Entering* and *Developing*) on the ACCESS exam. 100% of grade K and 1 ELL students fell between levels 1 to 3. 89% of 2nd grade, 47% of 3rd grade, 57% of 4th grade, and 80% of 5th grade ELLs fell within those same levels.
- At Young, DIBELS 2009-2010 data show that over 50% of grade K-2 students did not meet the end of year benchmark; 34% of 3rd grade students did not meet the benchmark.
- At Woods, 16% of grade K, 46% of grade 1, 43% of grade 2, and 78% of grade 3 students did not meet the end of year DIBELS benchmark.

Mathematics

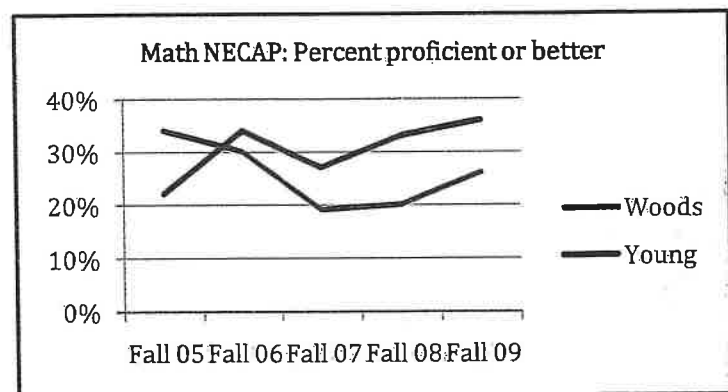
The vast majority of students at Woods and Young consistently fail to demonstrate math proficiency. As with ELA, there is a pronounced gap between all students, ELL, and special education students. This is particularly troubling given that such a large portion of students fall within either or both of those groups.

Areas of Strength:

- At Young, grades 4 and 5 show a decrease in the number of students below proficient (74% in 2008 to 69% in 2009).

Areas of Concern:

- At both Woods and Young, students have consistently scored below proficient in all areas (problem solving, computation, and procedures).
- Over the past three years, the percentage of students performing below proficient has ranged from 64% to 81%. During that same time period, SAT10 performance ranged between 31 and 41.
- Disaggregated NECAP data show that students with an IEP and ELL students consistently perform even worse; over the past three years, between 65% and 100% of these students scored below proficient.



Parent and Community Engagement

Woods and Young struggle to maintain high levels of ongoing parent engagement, as measured by PTO participation and the number classroom volunteers. Parent involvement appears to have decreased within the past three years.

Areas of Strength:

- Parents respond positively to invitations for school events.
- Communication between the schools and students' homes has been effective.
- Parent Link is a positive communication tool.

Areas of Concern:

- Data show a decline in parent participation in PTO meetings from 2007 to present.
- The number of parents volunteering at the school dropped from 8 in 2007 to zero in 2009.
- The PBIS intervention program and Parent Advisory Council have had no parent representation for the past six years.

School Environment

Students generally report a positive school climate; however, the school consistently experiences a large number of nonviolent and violent disruptions. Student and teachers agree that student misbehavior depletes instructional time. The school currently relies on out-of-school suspensions, which means that a significant number of students spend time out of the classroom every year due to disciplinary issues.

Areas of Strength:

- According to SurveryWorks! (June 2010), 71% of students feel safe walking to and from school.
- Students also report that bullying decreased when students reported incidents to administrators, staff members, and parents.
- At Woods and Young, 5th grade students are selected to be part of the School Safety Patrol Program.

Areas of Concern:

- A large percent (60%) of the student population reported that they feel unsafe when they see a stranger in the hallway.

		2005-06	2006-07	2007-08	2008-09	2009-10
Woods	Attendance	93%	91%	91%	91%	90%
	Tardiness	4%	6%	5%	4%	4%
	Mobility	31%	34%	35%	35%	n/a
	# disciplinary infractions	41	10	27	27	n/a
	In-school suspensions	n/a	n/a	n/a	n/a	n/a
	Out-of-school suspension	42	11	27	24	n/a
Young	Attendance	92%	93%	93%	93%	93%
	Tardiness	3%	4%	4%	3%	3%
	Mobility	30%	29%	28%	23%	n/a
	# disciplinary infractions	38	4	12	7	n/a
	In-school suspensions	n/a	n/a	n/a	n/a	n/a
	Out-of-school suspension	38	4	12	7	n/a

II. Governance

The school will be led by a turnaround principal with a successful track record of improving student achievement. The turnaround principal will convene a school-level Leadership Team responsible for improving student achievement and all other aspects of school performance in order to attain student and school success. The Leadership Team shall use a collaborative decision-making model in all aspects of school operations, especially instruction.

Upon selection of the school faculty, school leaders will conduct a process to identify the Chief Learning Representative, teacher-leaders and additional members of the Leadership Team.

In fulfilling its responsibility, the Leadership Team shall have the ability to:

- 1) Through the UP! Executive Board, seek a waiver from the Providence School Board to function outside district policies and procedures.
- 2) Operate outside the district-wide collective bargaining agreements.
- 3) Utilize alternate hiring policies/procedures to select all staff for the school.
- 4) Design the school's learning model building upon the Aligned Instruction System.
- 5) Implement a professional development program to support the Aligned Instruction System which can be tailored to individual school's needs.
- 6) Implement a RIDE approved teacher evaluation model.
- 7) Implement alternative school and work schedules.
- 8) Utilize flexible funding procedures to strategically align resources to meet strategic goals and expend all funds which comprise the school-based budget.
- 9) Establish mechanisms to resolve curriculum, staffing and operational issues within the context of the school intervention plan at the school level.

The school principal will be responsible for demonstrating a distributed and collaborative leadership style. Disputes, differences or impasses over the exercise of the Leadership Team's authority or in reaching consensus on decisions shall be resolved among the members of the Leadership Team in a good faith and collaborative manner. In the rare instance a dispute is not resolved by the Leadership Team, the Building Principal shall have the authority to resolve the matter. If the Leadership Team is not satisfied with the resolution, the Leadership Team may request the assistance from the EMO to resolve the dispute.

III. Strategic Goals Overview

Over the course of the three-year School Improvement Grant period, the new Woods/Young leadership will focus on three key goals, targeting their resources and efforts to produce significant gains in areas with the highest demonstrated need. Administrators will use these three goals as levers for improvements in other areas by modeling effective programming, fidelity in execution, appropriate resource allocation, and effective use of data and interventions. The following sections provide further detail regarding targeted strategies for each of the three goals.

Activities	Indicators or Metrics
<p>1 Improve school culture.</p> <ul style="list-style-type: none"> ✓ 1.1. Create a new behavior management process, defining disciplinary infractions and protocols ✓ 1.2. Analyze and use SWIS data ✓ 1.3. Provide PD sessions on classroom behavior management ✓ 1.4. Establish in-school suspensions ✓ 1.5. Hire full-time social service staff ✓ 1.6. Create safer school facilities ✓ 1.7. Instill high expectations school-wide, amongst students and staff ✓ 1.8. Alleviate behavioral problems stemming from issues at home ✓ 1.9. Establish Full-Service Community School 	<ul style="list-style-type: none"> • New behavior management process developed and executed with fidelity • Professional development plan • Number of disciplinary incidents by level of severity and sorted by individual students • Reduced number of office referrals • SWIS data trends and patterns • Newly hired Social Worker/School Psychologist • Improved facilities and access to resources • Increased support for students and families
<p>2 Improve ELA proficiency.</p> <ul style="list-style-type: none"> ✓ 2.1. Extend school day/year ✓ 2.2. Implement new district curriculum utilizing the Reading Street program ✓ 2.3. Increase the frequency of classroom walkthroughs ✓ 2.4. Hire a Literacy Instructional Specialist and Intervention Coordinator ✓ 2.5. Use the RTI process and a tiered instructional approach ✓ 2.6. Effectively utilize VIPS/Inspiring Minds volunteers during literacy block ✓ 2.7. Provide extended learning 	<ul style="list-style-type: none"> • Learning walk data will indicate degrees of implementation fidelity • Analysis of NECAP, DIBELS, and SAT10 assessment data (aggregate and disaggregated) • Daily 180-minute reading block used in every classroom • One Literacy Instructional Specialist and one Intervention Coordinator hired • Consistent growth among Tiers II and III students as measured by

- opportunities through extended day and summer programming
- 2.8. Increase frequency and duration of common planning time for all staff
- 2.9. Monitor fidelity to the curriculum
- 2.10. Provide ongoing, high-quality PD based on data-driven need
- 2.11. Use data-driven decision making processes to support instructional planning and implementation

- standardized assessments
- Attendance and achievement data
- PD and common planning attendance

3 Increase math proficiency.

- 3.1. Extend school day/year
- 3.2. Increase the frequency of walkthroughs
- 3.3. Implement new district curriculum, using Pearson's enVisionMATH as the primary resource
- 3.4. Hire a Math Instructional Specialist
- 3.5. Use the RTI process and a tiered instructional approach
- 3.6. Effectively utilize VIPS/Inspiring Minds volunteers during math block
- 3.7. Provide extended learning opportunities through extended day and summer programming
- 3.8. Increase frequency and duration of common planning time for all staff
- 3.9. Monitor fidelity to the curriculum
- 3.10. Offer ongoing PD on research-based instructional strategies, math content, instructional design, and data literacy
- 3.11. Use data-driven decision making processes to support instructional planning and implementation

- Learning walk data will indicate degrees of implementation fidelity
- Analysis of NECAP, DIBELS, and SAT10 assessment data (aggregate and disaggregated)
- Daily 110-minute reading block used in every classroom
- One Math Instructional Specialist hired
- Consistent growth among Tiers II and III students as measured by standardized assessments
- Attendance and achievement data
- PD and common planning attendance

IV. Goal 1: School Culture and Climate

1 Improve school culture and climate.

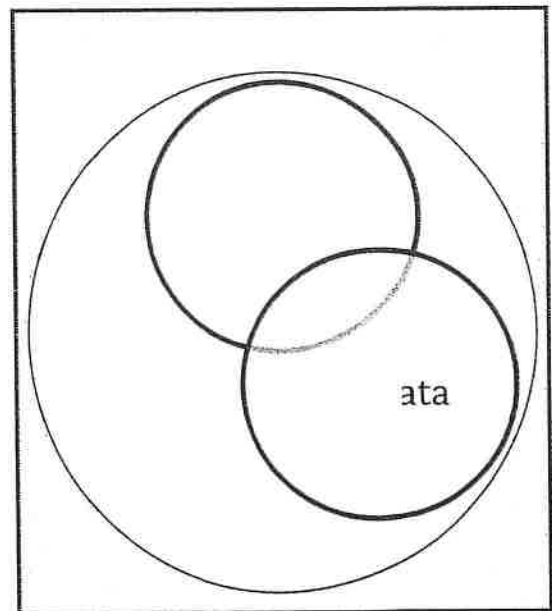
- 1.1. Create a new behavior management process, defining disciplinary infractions and protocols
- 1.2. Analyze and use SWIS data
- 1.3. Provide PD sessions on classroom behavior management
- 1.4. Establish in-school suspensions
- 1.5. Hire full-time social service staff
- 1.6. Create safer school facilities
- 1.7. Instill high expectations school-wide, amongst students and staff
- 1.8. Alleviate behavioral problems stemming from issues at home
- 1.9. Establish Full-Service Community School

Positive Behavior Behavioral Interventions and Supports (PBIS)

At Woods, during the 2008-2009 school year, 27 disciplinary incidents were reported; many of these were violent disruptions. At Young, seven incidents were reported, and nearly three-quarters of these were classified as violent disruptions. 2010 SurveyWorks! data further illustrate the behavioral problems that damage the school climate. 16% of students have seen another student with a weapon at school, and 51% of students do not feel safe when walking outside of school. In terms of bullying and violence, 31% of students reported being bullied.

The data reflect a systemic problem, whereby students regularly misbehave and staff members lack the tools or skills needed to intervene. To break this cycle, administrators and staff will work to create a Behavior Management System. This system will create a standard process for documenting incidents and applying the appropriate intervention or punishment. This system will codify how the school deals with and records disciplinary infractions.

The system will resemble a flow-chart format. For example, the teacher will identify the form of misbehavior (e.g., swearing at the teacher, exhibiting violence towards a classmate) and assign a standardized form of reprimand (e.g.,



detention, office referral, in-school suspension). Each form of misbehavior will be linked to an appropriate consequence. As a result, teachers will approach these situations in the same way, and students will know what to expect when they misbehave. This will ensure that the disciplinary process is objective and uniformly applied.

Woods/Young will continue to employ the Positive Behavior Behavioral Interventions and Supports (PBIS) framework in addition to the newly structured Behavior Management System. PBIS includes four integrated components:

- Data for decision-making
- Measurable outcomes supported and evaluated by data
- Practices with evidence that these outcomes are achievable
- Systems that efficiently and effectively support the implementation of these practices

Staff members will employ the PBIS approach, which is less reactive and more engaging, preventative, and productive. Staff will analyze student behavior data and apply a tiered approach to prevent disciplinary incidents: 1) primary prevention: school-wide systems for all students, staff, and settings; 2) secondary prevention: specialized group systems for students with at-risk behaviors; and 3) tertiary prevention: individualized systems for students with high-risk behaviors.

In-House Suspensions

In the past five years, the number of out-of-school suspensions at Woods and Young has totaled between 30 and 80 students per year. This means that up to 80 students spent an extended period of time out of classroom during the school year. In the past, Woods and Young have not used in-school suspensions. Unfortunately, some students misbehave knowing that an out-of-school suspension will be the result, thus reducing the effectiveness of that form of punishment. More importantly, however, these students lose critical instructional time. For those reasons, in-school suspensions are preferable to out-of-school suspensions for all but the most severe infractions.

Starting next year, Woods/Young will begin to assign in-school suspensions to replace most, if not all, out-of-school suspensions. Suspended students will remain in school and be engaged in class work provided by their teacher to prevent any significant loss in instructional time. These in-school suspensions will require additional school resources, given that these students will be removed from their mainstream classes and monitored by support staff members.

In order to dramatically improve school climate, administrators will commit to tracking and analyzing student behavior trends through use of the School-Wide Information System (SWIS). SWIS is a web-based information system designed to help staff members access and apply data when designing whole-school and individual student interventions. SWIS allows for easy data collection and input and stores the information online; the system can then generate reports to inform school decision-making.

Staff can also analyze the data to determine behavior patterns of particular groups or individual students. The purpose of this tool is to arm staff members with more information, therefore allowing teachers to be proactive in preventing disciplinary incidents, rather than simply responding to misbehavior. SWIS will be linked and integral to the new Behavior Management System.



The data illustrate that student misbehavior currently limits teachers' ability to teach and students' ability to learn. According to the most recent InformationWorks! teacher survey, approximately 67% of teachers at Young agreed with the statement that "Students in my class disrupt what others are doing." This compared to 30% of teachers sharing that same sentiment statewide. Students overwhelmingly noted the same problem; 78% of students reported that "Students in this school have trouble getting along with each other," compared to 41% of students statewide.

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school-wide process for handling disciplinary incidents. In order to ensure effective and complete implementation, teachers will need extensive PD and training on the new tool.

Similarly, teachers need classroom-embedded strategies to maintain a focused class. Every minute that a teacher spends disciplining a student is a minute that the teacher is not teaching. Similarly, every office referral consumes administrators' time and limits their ability execute on other important tasks. During the first two years of turnaround, Woods/Young will provide ongoing PD on the topic of classroom management. Administrators and mentor teachers will regularly observe classrooms, paying particular attention to classroom management and positive discipline strategies. They will then provide feedback and support to teachers.

Socio-Emotional Supports

In terms of behavior management, many students misbehave in response to problems that they are experiencing at home. Many students at Woods/Young come from low-income families where stability is in short supply. The school environment must reflect and support these students' higher level of need. Active, responsive socio-emotional support is not only vital for improving student behavior, but also for fostering a positive and supportive school climate and building mutual respect between students and adults in the building.

Using SIG funds, Woods/Young will hire a social worker and/or school psychologist. This individual will work collaboratively with teachers to identify students who may need additional social support, coordinating resources to try to lessen the contextual strains that may impede students' abilities to learn.

Beyond additional staffing, Woods/Young will continue the Second Cup of Coffee Program, where parents have regular invitations to come to the school to gather for coffee, hear school news and receive parenting tips. This informal forum will facilitate dialogue between parents and school staff and further strengthen the culture of the school. Woods/Young will also offer supports to families through the school nurse and Family Independent Agency.

Full-Service Community School

Further supporting students' socio-emotional needs, Woods/Young will adopt the full-service community school (FSCS) model. A FSCS coordinates with community-based organizations, nonprofit organizations, and other public and private entities on the provision of comprehensive academic, social, and health services to students and their family members. In addition, a FSCS promotes parental engagement by bringing together many partners in order to offer a range of supports and opportunities for students and their family members.

This model is predicated on research, which suggests that student achievement is a function of students' academic, social, and health needs being met. The FSCS model has already been successfully implemented in three elementary schools in Providence. The FSCS model includes:

- A two-generation strategy (parents and children treated as connected);
- Programming focused on helping students be successful – academically, socially, and emotionally;
- Support of parent engagement and parent efficacy and skills;
- Serviced developed based on an assessment of local needs;
- A place-based/school-based way of working that brings all available community resources to the table; and
- Implementation in an integrated, collaborative, aligned, and streamlined way.

FSCS Components:

- 1) Family literacy classes
- 2) Family service care coordination (high-fidelity wraparound)
- 3) Community health outreach
- 4) Nutrition and fitness
- 5) Early education
- 6) Family engagement services

Collectively, components of the FSCS model will not only improve the internal school culture, but also strengthen the broader school community.

School Facilities and Safety

The aforementioned programs describe how Woods/Young plans to hold its students and staff members more accountable for their contributions to the school environment. In so doing, administrators and staff will create a culture of high expectations. In return, students and staff deserve a safe and welcoming school environment. In many ways, the physical school structure sets the tone for the learning that happened therein.

In response to good student behavior and excellent instruction, students and staff can and should expect a safe school environment, updated furniture, and sufficient access to resources and technology. It is important to acknowledge that the physical space and school infrastructure have a large impact on school culture and student and staff morale. The school Principal will advocate on behalf of students and staff to create a more suitable learning environment. Additionally, as a member of United Providence (UP!), many of these operational issues will be handled by the EMO, which will lessen the burden on the principal.

Goal 1 Implementation Timeline

Year 1	<ul style="list-style-type: none">• New behavior management process developed• Full-service community school model implemented• SWIS data analyzed and used to inform decision-making• In-school suspension process established• PD on classroom behavior management offered to staff• Program evaluation conducted• School culture evaluated at the end of the school year
Year 2	<ul style="list-style-type: none">• Behavior management process refined• FSCS evaluated and modified• Data used to refine protocols• Ongoing PD offered to teachers• School culture evaluated at the beginning and end of the school year
Year 3	<ul style="list-style-type: none">• Behavior management process refined• FSCS evaluated and modified• Data used to refine protocols• Additional, targeted PD offered based on need• School culture evaluated at the beginning and end of the school year

V. Goal 2: ELA Proficiency

2 Improve ELA proficiency.

- 2.1. Extend school day/year
- 2.2. Implement new district curriculum utilizing the Reading Street program
- 2.3. Increase frequency of classroom walkthroughs
- 2.4. Hire a Literacy Instructional Specialist and Intervention Coordinator
- 2.5. Use the RTI process and a tiered instructional approach
- 2.6. Effectively utilize VIPS/Inspiring Minds during literacy block
- 2.7. Provide extended learning opportunities through extended day and summer programming
- 2.8. Increase frequency and duration of common planning time for all faculty and staff members
- 2.9. Monitor fidelity to the new curriculum
- 2.10. Provide ongoing, high-quality PD based on data-driven need
- 2.11. Use data-driven decision making processes to support instructional planning and implementation

Reading Street Program

Within the past five years, the percentage of student achieving reading NECAP proficiency has nearly doubled at Young Elementary; however, 60% of students remain below the proficiency level. Within that same time period, NECAP reading proficiency at Woods Elementary has decreased; over the past three years, between 60% and 78% of students have performed below proficient.

A disaggregated NECAP analysis shows that students with an IEP and/or ELL status fare even worse: between 71% and 100% of students have scored below proficient in the past three years. ACCESS data from the past three years show that students may not have the language skills needed to achieve NECAP and SAT10 proficiency. Therefore, Woods/Young must adopt a curriculum to address widespread reading difficulties and those additional challenges specific to ELL students.

Woods/Young will begin implementing the district's new literacy curriculum utilizing the scientifically based program Reading Street by Scott Foresman. The district will be implementing a 150 minute reading block. Woods/Young will increase this time by 30 minutes to establish a 180 minute reading block to provide more strategic intervention. The Reading Street program emphasizes skill-building in different areas on different days of the week. The 180-minute literacy block is meant to give students a heavy, uninterrupted dose of literacy instruction. The program is designed to motivate students by providing engaging literature, using scientifically-researched instructional strategies, and equipping

teachers with a wealth of teaching tools. The district selected the Reading Street program for its focus on language development.

The new program is designed to accommodate diverse learners. The program facilitates differentiated instruction by emphasizing ongoing progress-monitoring. Reading Street prioritizes skills instruction at each grade level; therefore, the curriculum is vertically aligned across grade levels. In addition, the program provides an explicit plan for targeted use of the small-group time built into each daily literacy block. Through this emphasis on direct and small group instruction and ongoing progress-monitoring, the Reading Street program will better support LEP students.

Literacy Interventions

The disaggregated ELA data highlights the need for differentiated classroom instruction, offering both accelerated and remedial instruction to tailor the curriculum to meet the needs of individual learners.

Woods/Young will begin implementing the district's new literacy curriculum utilizing the scientifically-based program Reading Street by Scott Foresman. The district will be implementing a 150 minute reading block. Implementing an extended day schedule facilitates the ability of Woods/Young to offer an additional 30 minutes of targeted intervention each day to improve students' literacy skills via a multi-tiered approach during a 180 minute block. At the beginning of the school year, data from DIBELS and Reading Street baseline assessments, will be used to determine instructional groupings across the three tiers.

	Tier 1	Tier 2	Tier 3
Whole Group	70 minutes	70 minutes	40 minutes
Small Group	60 minutes (20 minutes per group up to 3 times per week)	60 minutes (20-30 minutes per group 4-5 times per week)	90 minutes (30-45 minutes per group on a daily basis)
Language Arts/Writing	50 minutes	50 minutes	50 minutes

Tier I, II, and III support will be structured differently to meet students' various needs. Tier I and II supports will be anchored in high-quality and consistent implementation of Reading Street whole class and small group instruction. Tier II support will be differentiated from Tier I by both time (dosage) and content focus of the small group instruction. Tier I small group instruction may not occur every day and will be driven by

the Reading Street “On-level” and “Advanced” small group lesson plans. Tier II small group instruction will be provided every day and will be driven by the Reading Street “Strategic” small group lesson plans.

Tier III students will be regrouped for the reading block. Whole class instruction for Tier III students will consist of selected components of Reading Street (i.e., those components that emphasize oral language, concept development, listening comprehension, etc.). Components of the program that require students to be reading at grade level (e.g., phonics, word analysis, etc.) will not be included. Small group instruction will be anchored by the My Sidewalks intervention program or, in the upper grades, a combination of My Sidewalks and Corrective Reading Decoding. My Sidewalks and Corrective Reading Decoding are intensive reading intervention programs that accelerate reading development in struggling readers. Both My Sidewalks and Corrective Reading Decoding scope and sequences will drive skills instruction; the intervention will emphasize phonics and fluency -- teaching less, more thoroughly. Tier III students will receive additional staff support during the literacy block. The Reading Specialist, Special Educators, Teaching Assistants, , and VIPS/Inspiring Minds (Volunteers in Providence Schools) will work with Tier III students during the Literacy Block.

Literacy Specialist and Intervention Coordinator

Woods/Young will hire two new faculty members to support the literacy goal at the elementary school. Two Literacy Specialists will oversee and monitor effective implementation of the reading curriculum. These Specialists will serve as master teachers who will mentor teachers and regularly observe classroom instruction. This will ensure that teachers are implementing the curriculum with fidelity and progressing through the curriculum at a standard pace. Specialists will meet with teachers individually to discuss strategies and resources that the teacher could utilize to improve his/her instruction, thus helping teachers to develop professional learning plans.

The Intervention Coordinator will coordinate the intervention program and support LEP students. The Coordinator will identify and organize members of the Intervention Team (e.g., Teaching Assistants, VIPs, etc). He/She will recruit and train parent and community volunteers serving on the team and maintain regular communication with team members. The Intervention Team will meet monthly to discuss challenges, share promising practices, and monitor individual student progress. The Coordinator will facilitate these meetings and prepare aggregate and student-level data reports, allowing team members to strategize and create individualized action plans for students. The Coordinator will also fill an important parent outreach role, proactively contacting parents to discuss their child’s Tier I-III placement, test scores, and planned intervention programs. In Years 2 and 3 of the restart process, the Intervention Coordinator and Literacy Coach will consider launching a parent ESL/Literacy course (this will be modeled after a program that Feinstein @ Sackett Street will launch in 2010-2011).

The Literacy Specialists, Intervention Coordinator, and principal will also organize ELA professional development sessions for elementary school teachers. This will include formal all-staff professional development sessions over the summer and during designated PD days throughout the school year. The Literacy Team will also facilitate some of the weekly common planning sessions (described below) to engage staff in conversations regarding students' reading proficiency and the reading curriculum.

Extended Learning Time: After-school and Summer Programs

7-Step Walkthrough Process:

- 1) Setting a clear purpose for the walk, based on student data that indicates a problem of practice
- 2) Collecting common data in a common way, using handheld technology
- 3) Analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern
- 4) Reflecting on and discuss in the data, in faculty meetings, PLC sessions, ILT meetings, etc.
- 5) Using the analyzed data to collaboratively develop/update an Action Plan to address areas of concern
- 6) Implementing the Plan
- 7) Using handheld technology to monitor the implementation of the plan, measure its impact, and determine the focus of new walks

As outlined above, identified Tier II and III students will be encouraged to participate in an after-school enrichment program supported by the YMCA and the Full-Service Community School (FSCS) program. DIBELS Burst will be implemented as the primary assessment and instructional tool for the enrichment program.

Additionally, Tier II and Tier III students will be encouraged to participate in a summer academy focused on improving literacy and math skills. The summer academy represents an extension of existing programs and will be implemented by school faculty and staff. Teachers, administrators, and coaches will work to expand and develop the curriculum for the summer academy.

Monitoring Implementation

Mere selection of a strong curriculum and intervention program will not ensure that the school meets its ELA and math proficiency goals; teachers must commit to implementing these new programs with fidelity. This includes consistent delivery of content and standard pacing among faculty members.

Staff members will be asked to commit to an ongoing performance management process. This will include announced, formal evaluations and unannounced, informal observations.

School leaders will engage in a seven-step walkthrough process (shown at right) on a daily/weekly rotating schedule to support measurable change in practice. An Instructional Leadership Team will be developed to enhance the school's capacity to promote, support, and sustain effective teaching practices and improved student achievement. In addition to the Math and Literacy Coaches, members of the Instructional Leadership Team will work with and mentor individual teachers. The primary objectives of these walkthroughs is not to find fault or assign blame; rather, administrators will help all teachers reach their potential and increase their toolkit of teaching strategies.

Ongoing classroom monitoring will improve professional practice, facilitate mutual accountability, and foster a culture of ongoing improvement at Woods/Young. The curriculum is only as valuable as its delivery to students; therefore, classroom observations will be frequent and constructive feedback will be a priority for administrators in the building.

Professional Development and Common Planning Time

Woods/Young will invest in instructional excellence through ongoing professional development opportunities and regular common planning periods. Woods/Young is prepared to invest not only in its students, but also its teachers. Woods/Young teachers will meet for an hour weekly in collaborative planning session. Teachers will have planning sessions with the Math Coach twice a month, with the ELA Coach once a month, and with the Principal and/or representative of the EBEC once a month (for science coaching).

During common planning time, teachers will analyze student data, share concerns and challenges, and discuss how GLEs/GSEs are/are not being met. Classroom teachers will collaborate with colleagues on a regular basis to plan and implement rigorous instruction aligned with learning standards, curriculum materials, school needs, and individual student needs. Attendance will be mandatory, and teachers are expected to actively participate in common planning time to build shared knowledge about

Professional Development for 2010-2011:

► *Strategies for Sheltered English Instruction*

This professional development session will provide an overview of the components of effective sheltered instruction. In addition, ideas for integrating strategy instruction will be explored so that teachers will be able to scaffold students with layers of teaching and learning strategies in an effort to increase students' accessibility to the regular grade-level curriculum.

► *Strategies for Working with Students with Interrupted Formal Education (SIFE)*

This session will provide teachers with strategies for supporting students with interrupted or limited formal schooling in their classroom. Teachers will develop a deeper understanding of the unique instructional needs of SIFE students and strategies that can be used to make the content accessible to these students.

► *Study of the WIDA English Language Proficiency Standards*

K - 12 ELL teachers will study the WIDA ELP Standards in order to develop an understanding of the organization and structure of the WIDA ELP Standards and learn to use the Standards in conjunction with the local GLEs/GSEs.

The goal will be to deepen teachers' understanding of sheltered instruction and how to use the WIDA standards in conjunction with the GVC in order to make it more accessible to ELLs.

essential curriculum and instructional components.

Faculty will engage in mandatory professional development days that will focus on students' needs and walkthrough observations. Professional development days will occur quarterly. Paraprofessional staff will also take part in these professional days to learn how to effectively support teacher and student learning.

One major impediment to ELA progress is that many teachers are not formally trained ESL instructors, making PD a critical input for achieving the school's ELA proficiency goal. Every teacher must be trained in ESL/bilingual instruction, regardless of whether s/he serves on the Intervention Team,. Given that over one-third of the students at Woods/Young are English language learners, teachers must have the tools, skills, and resources to serve these students. The district-wide 2010-2011 PD plan designed to support LEP instruction is shown at right.

Staffing Authority

Beginning in November 2010, UP! HR staff will begin the process of recruiting and developing an alternative hiring process for Woods/Young. UP! will interview and select from the pool of existing staff before moving to interview candidates from outside of the school. Ultimately, the Principal will have the ability to interview and hire all personnel. This will be critical in that it will ensure that the Principal is able to secure an effective and dedicated team of teachers. Staffing authority will affect progress towards all three school goals. The Principal will ensure that faculty are committed to the school and its students, thereby improving the school culture and climate. Similarly, by removing ineffective teachers, the Principal will improve teaching and learning, thus improving students' ELA and math proficiency. Staffing flexibility is an essential input for dramatic school improvement in persistently low-achieving schools.

Extended School Day and School Year

In order to support the new curriculum, strengthen the intervention program, and increase time for teacher collaboration, Woods/Young will institute a longer school day.

Proposed Woods/Young Schedule					
	Mon	Tues	Wed	Thurs	Fri
Student Schedule	8:15-3:45	8:15-3:45	8:15-3:45	8:15-3:45	8:15-3:45
Teacher Schedule	8:00-4:00	8:00-4:00	8:00-4:00	8:00-4:00	8:00-4:00
Common planning time by subject and grade		2:30-4:00			

Goal 2 Implementation Timeline

Year 1	<ul style="list-style-type: none"> • School day/year restructured • New curriculum implemented • Faculty trained on the new curriculum and interventions • Daily walkthroughs conducted • New student intervention program implemented • Literacy Instructional Specialist hired • Data analyzed and used to inform decision-making • After-school and summer interventions launched • Teachers supported with necessary technology
Year 2	<ul style="list-style-type: none"> • New curriculum and intervention program evaluated • Programs modified, as needed • Daily walkthroughs conducted • Ongoing PD offered to teachers • After-school and summer interventions evaluated and refined (potentially expanded) • Data analyzed and used to inform decision-making
Year 3	<ul style="list-style-type: none"> • New curriculum and intervention program evaluated • Programs modified, as needed • Daily walkthroughs conducted • Ongoing PD offered to teachers • After-school and summer interventions evaluated and refined (potentially expanded) • Data analyzed and used to inform decision-making

VI. Goal 3: Math Proficiency

3 Increase math proficiency.

- 3.1. Extend school day/year
- 3.2. Increase the frequency of walkthroughs
- 3.3. Implement new district curriculum, using Pearson's enVisionMATH as the primary resource
- 3.4. Hire a Math Instructional Specialist
- 3.5. Use the RTI process and a tiered instructional approach
- 3.6. Effectively utilize VIPS/Inspiring Minds volunteers during math block
- 3.7. Provide extended learning opportunities through extended day and summer programming
- 3.8. Increase frequency and duration of common planning time for all staff
- 3.9. Monitor fidelity to the curriculum
- 3.10. Offer ongoing PD on research-based instructional strategies, math content, instructional design, and data literacy
- 3.11. Use data-driven decision making processes to support instructional planning and implementation

*Note: Many of the math strategies mirror those that will be employed for ELA (e.g., common planning time, professional development, use of data); therefore, please reference the appropriate sections under Goal 2: ELA Proficiency for a fuller description of their use and implementation.

enVisionMATH Program

At both Woods and Young, students have consistently scored below proficient in all areas (problem solving, computation, and procedures). Over the past three years, the percentage of students performing below proficient has ranged from 64% to 81%. Disaggregated NECAP data show that students with an IEP and ELL students consistently perform even worse: over the past three years, between 65% and 100% of these students performed below proficient.

This lack of progress validates the school's decision to transition to the new District Curriculum Framework and enVisionsMATH program in 2009-2010. Additionally, while district elementary schools use a 90-minute math block, Woods/Young will adopt a 110-minute math block. This time will allow for whole group instruction and small group differentiated instruction. As with the literacy block, teachers will use TAs and VIPS to support their Tier II and III students during the math block. As the school continues to roll out the new curriculum, faculty will continue to receive extensive PD on how to implement the curriculum and use the math resources.

The content of the District Curriculum Frameworks in both mathematics and science were developed through collaboration between Providence Public Schools and the Charles A. Dana Center at the University of Texas at Austin. Rhode Island Grade-Level Expectations and Grade Span Expectations provide the foundation for these curricula, ensuring that these frameworks are guaranteed and viable. The standards-based curriculum provides system-wide consistency, which is important in a district with such high mobility rates between schools.

The curriculum offers grade-specific math resources for teachers (excerpt provided at right for Grade 4). These resources provide teachers with a yearly overview, scope and sequence, unit materials, RI's GLEs research-based instructional strategies, key vocabulary, and NECAP-released items. The District Curriculum Frameworks are part of a district-wide initiative to "increase student achievement in PPSD by aligning curriculum, instruction, and assessments to state standards." The new curriculum defines both the content (what the students have to learn) and the performance standards for that content (how well they have to learn it).

The District Framework does not provide teachers with daily lesson plans; therefore, the need for intentional and purposeful unit and lesson planning is essential. The primary resource referenced in the District Curriculum Framework is enVisionMATH. enVisionMATH is built on a strong research base and authored by math experts and educators.

enVisionMATH is centered around interactive and visual learning and differentiated instruction to address the specific needs of all student populations, whether they be on-level, struggling or at-risk learners, gifted and talented, learning disabled, and/or English Language Learners. enVisionMATH includes a problem solving component, a literacy component with exclusive titles that reinforces real world problem solving and application, differentiated instruction, and digital supports. Additionally, a Math Diagnostic Intervention System provides targeted support for students. The enVisionMATH program

Excerpt from:

Grade 4 Mathematics

Yearly Overview

Quarter 1 (9/1/10 to 11/12/10)

Unit	Days	Unit Title and Essential Questions
1.1	8	Comparing and Ordering Numbers <ul style="list-style-type: none"> What are some ways to represent numbers up to 999,999? What are strategies for comparing and ordering numbers? How can you round numbers? When is estimation appropriate? How are decimals related to money? What are some ways to compose a number?
1.2	8	Adding and Subtracting Whole Numbers <ul style="list-style-type: none"> How can you use mental math to add and subtract? How can you estimate sums and differences of whole numbers? How can you determine what information is missing and needed to solve a problem? How can you add whole numbers? How can you subtract whole numbers? What strategies do you use to subtract from multiples of 100? How can a bar diagram help you to solve addition and subtraction problems?

includes topic assessments in various formats as well as formative assessment opportunities within each lesson. The district also provides aligned unit assessments for targeted units. Digital assessments and supporting activities are provided through Pearson's Success Tracker and Pearson Success Net.

	Tier 1	Tier 2	Tier 3
Whole Group Core Lesson (with differentiated instruction; small group and individual learning built in)	60 minutes	60 minutes	60 minutes
Problem-solving	30 minutes	20 minutes	None
RTI	None	30 minutes	50 minutes
Enrichment	20 minutes	None	None

Math Interventions and Math Intervention Specialist

The guaranteed and viable math curriculum will facilitate an increase in math achievement however, to address the growing achievement gaps, targeted interventions are also needed. As with ELA, faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing it (Tier II and III) as appropriate. During the math block, staff flexibly accommodate intervention scheduling to support student achievement. For example, a kindergarten students working at grade level can move to the first grade classroom for accelerated instruction.

Tier III classes will be supported by the classroom teacher, Math Specialists, Teaching Assistants, and VIPs. Through this staffing plan, the students with the weakest math performance will have the most adult support.

The Intervention Specialist will be responsible for organizing students and working with intervention staff/volunteers. The Specialist will communicate students' math proficiency levels with parents and work closely with the intervention staff to regularly discuss student progress and to provide training and support.

As with the Literacy Specialists, the Math Specialist will be a master teacher in the area of mathematics. The Specialist will serve as a mentor for all elementary teachers. He/She will conduct daily walkthroughs to monitor the fidelity of curriculum implementation and pacing. Based on these walkthroughs, the Specialist will provide support to teachers whose

math instruction is in need of improvement. The Specialist will meet one-on-one with struggling teachers during the common planning period.

The Math Specialist and Principal will organize all math-related professional development for the school. This team will also analyze and provide regular reports of math data and formative assessments.

Use of Data

Woods/Young will use the CARA (Collect, Analyze, Reflect, Act) model for all decision-making. In so doing, Woods/Young will create a data-driven culture amongst faculty and staff. The Principal will interpret and share assessment data in a user-friendly format so that teachers can use the data to improve instruction. Based on the data, faculty and administrators will collaboratively create plans to address every student's academic needs. Staff will pinpoint the exact areas where students are "off-track," apply necessary interventions, and monitor progress in those areas.

The Principal will conduct a comprehensive and in-depth analysis of the school's data, including student achievement data, instructional practice data, and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that will frame walkthroughs and subsequent data gathering. As noted, data will be collected frequently and presented in a user-friendly way. The Principal will establish a data wall to publicly monitor student progress.

Teachers will incorporate data analysis into weekly common planning sessions; the purpose of these meetings will be to use data to drive instructional improvements. In addition, quarterly ACT (Administrator, Coach, and Teacher) meetings will occur with each teacher to discuss student data and progress.

Goal 3 Implementation Timeline	
Year 1	<ul style="list-style-type: none"> • School day/year restructured • New curriculum implemented • Faculty trained on the new curriculum and interventions • Daily walkthroughs conducted • New student intervention program implemented • Math Instructional Specialist hired • Data analyzed and used to inform decision-making • After-school and summer interventions launched • Common planning time required for all teachers • Teachers supported with necessary technology

Year 2	<ul style="list-style-type: none"> • New curriculum and intervention program evaluated • Programs modified, as needed • Daily walkthroughs conducted • Ongoing PD offered to teachers • Common planning time required for all teachers • After-school and summer interventions evaluated and refined (potentially expanded) • Data analyzed and used to inform decision-making
Year 3	<ul style="list-style-type: none"> • New curriculum and intervention program evaluated • Programs modified, as needed • Daily walkthroughs conducted • Ongoing PD offered to teachers • Common planning time required for all teachers • After-school and summer interventions evaluated and refined (potentially expanded) • Data analyzed and used to inform decision-making

VII. Accountability and Evaluation

Benchmarks for Success

Benchmarks for both math and reading (see charts below) serve as a mechanism for both internal and external accountability (see attached for more detail on benchmarks, including additional benchmarks and benchmarks by subgroup).

Woods Math Benchmarks

Math Goals (1): Address the number of students scoring "proficient" or "proficient with distinction."	Baseline data and annual targets			
	<i>Baseline: Fall 2009 Testing Data</i>	<i>Fall 2010 Data</i>	<i>Fall 2011 Data</i>	<i>Fall 2012 Data</i>
Increase the percentage of all students in grades 3-5 scoring in the Proficient range on the NECAP Math from 26% to 70% by October 2012.	26%	33%	50%	70%

Math Goals (2): Address the number of students scoring "substantially below proficient."	Baseline data and annual targets			
	<i>Baseline: Fall 2009 Testing Data</i>	<i>Fall 2010 Data</i>	<i>Fall 2011 Data</i>	<i>Fall 2012 Data</i>
Decrease the percentage of all students in grades 3-5 scoring in the Substantially Below Proficient range on NECAP Math from 50% to 20% by 2013.	50%	40%	33%	25%

Young Math Benchmarks

Math Goals (1): Address the number of students scoring "proficient" or "proficient with distinction."	Baseline data and annual targets			
	<i>Baseline: Fall 2009 Testing Data</i>	<i>Fall 2010 Data</i>	<i>Fall 2011 Data</i>	<i>Fall 2012 Data</i>
Increase the percentage of all students in grades 3-5 scoring in the Proficient range on the NECAP Math from 36% to 70% by October 2013	36%	45%	55%	67%

Math Goals (2): Address the number of students scoring "substantially below proficient."	Baseline data and annual targets			
	<i>Baseline: Fall 2009 Testing Data</i>	<i>Fall 2010 Data</i>	<i>Fall 2011 Data</i>	<i>Fall 2012 Data</i>
Decrease the percentage of all students in grades 3-5 scoring in the Substantially Below Proficient range on NECAP Math from 41% to 20% by 2013.	41%	33%	25%	20%

Woods Reading Benchmarks

Reading/Language Arts Goals (1): Address the number of students scoring “proficient” or “proficient with distinction.”	Baseline data and annual targets			
	Baseline: Fall 2009 Testing Data	Fall 2010 Data	Fall 2011 Data	Fall 2012 Data
Increase the percentage of students in grades 3-5 scoring in the Proficient range on NECAP Reading from 33% to 70% by 2013.	33%	40%	50%	67%
Increase the percentage of students in grade 5 scoring in the Proficient range on NECAP Writing from 28% (in Oct. 2008) to 70% by 2013.	28%	33%	50%	67%

Reading/Language Arts Goals (2): Address the number of students scoring “substantially below proficient.”	Baseline data and annual targets			
	Baseline: Fall 2009 Testing Data	Fall 2010 Data	Fall 2011 Data	Fall 2012 Data
Decrease the percentage of students in grades 3-5 scoring Substantially Below Proficient range on NECAP Reading from 31% to 30% by 2013.	31%	30%	30%	30%
Decrease the percentage of students in grades 5 scoring in the Substantially Below Proficient range on NECAP Writing from 29% to 20% by 2013.	29%	25%	25%	20%

Young Reading Benchmarks

Reading/Language Arts Goals (1): Address the number of students scoring “proficient” or “proficient with distinction.”	Baseline data and annual targets			
	Baseline: Fall 2009 Testing Data	Fall 2010 Data	Fall 2011 Data	Fall 2012 Data
Increase the percentage of students in grades 3-5 scoring in the Proficient range on NECAP Reading from 40% to 70% by 2013.	40%	45%	55%	65%
Increase the percentage of students in grade 5 scoring in the Proficient range on NECAP Writing from 31% (in Oct. 2008) to 70% by 2013.	31%	33%	50%	67%

Reading/Language Arts Goals (2): Address the number of students scoring “substantially below proficient.”	Baseline data and annual targets			
	Baseline: Fall 2009 Testing Data	Fall 2010 Data	Fall 2011 Data	Fall 2012 Data

Decrease the percentage of students in grades 3-5 scoring Substantially Below Proficient range on NECAP Reading from 28% to 20% by 2013.	28%	25%	25%	20%
Decrease the percentage of students in grades 5 scoring in the Substantially Below Proficient range on NECAP Writing from 35% (in Oct. 2008) to 20% by 2013.	35%	33%	25%	20%

Teacher Evaluation

In the spring of 2011, RIDE will provide a new system of teacher evaluation to be piloted in the UP! schools.

Principal Performance Metrics

In addition, PPSD has recently rolled out a new evaluation system for school leadership.

Elementary School (K-5)
Principal Performance Metrics

School Name: Woods/Young Elementary School

Principal: Christine Riley

Addressing Teacher Evaluation

Woods/Young	Baseline	2010-2011
% Completed	11 of 12 (91.7%)	100%

Addressing Attendance Behavior

Grades K-5	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Woods	90.4%					95%
Young	92.5%					95%

Addressing Student Mastery of Standards

NECAP Percent Proficient						
Woods/Young	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	36%					90%
Mathematics	30%					77%
Science	5%					79%
Woods	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	33%					90%
Mathematics	26%					77%
Science	2%					79%

Young	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	40%					90%
Mathematics	36%					77%
Science	8%					79%
Alternate Assessment (RIAA) – Percent Proficient						
Grade 2-5	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	0/0 (NA)					90%
Mathematics	0/0 (NA)					77%
Science	0/0 (NA)					79%

Addressing Achievement Gap - Testing Year*
Woods/Young Reading

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	1					0
Black - White	25					12
Free/reduced - non free/reduced	9					4
With IEP - without IEP	38					19
ELL - non ELL	12					6

*calculated as % of students at Performance Levels 3 + 4 for group one minus % of students at Performance Levels 3 + 4 for group two.

**less than ten students in group 1 or 2.

Addressing Achievement Gap - Testing Year*
Woods/Young Mathematics

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	1					0
Black - White	22					11
Free/reduced - non free/reduced	7					3
With IEP - without IEP	37					18
ELL - non ELL	13					6

Woods Reading

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	4					2
Black - White	6					3
Free/reduced - non free/reduced	16					8
With IEP - without IEP	27					13
ELL - non ELL	**					N/A

Woods Mathematics

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	3					1
Black - White	17					8
Free/reduced - non free/reduced	18					9
With IEP - without IEP	16					8
ELL - non ELL	**					N/A

Young Reading

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	1					0
Black - White	33					16
Free/reduced - non free/reduced	11					5
With IEP - without IEP	47					23
ELL - non ELL	4					2

Young Mathematics

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	5					2
Black - White	12					6
Free/reduced - non free/reduced	8					4
With IEP - without IEP	49					24
ELL - non ELL	4					2



*calculated as % of students at Performance Levels 3 + 4 for group one minus % of students at Performance Levels 3 + 4 for group two.

**less than ten students in group 1 or 2.

VIII. People, Time, and Resources

In summary, the success of the restart model at Woods/Young Elementary School will be determined by a multitude of factors; however, three primary inputs will be critical in driving this success. First, the school must secure appropriate staff members and establish strategies to build internal capacity. Second, teachers and students need additional time to facilitate both teaching and learning. Third, in order to implement bold reforms, the school must have access to sufficient resources.

The following chart summarizes the people, time, and resources that will be foundational to this restart effort. These elements have been discussed throughout this School Reform Plan (Note: This chart outlines new staff, changes to the school schedule, and additional resources required). For greater detail, please reference the SIG budget.

	<h3>People</h3> <p>New staff, increasing school capacity to meet the needs of students and their families.</p>
<ul style="list-style-type: none">• Turnaround Principal. To lead to the transformation of Woods/Young Elementary into a high-performing school (money to be taken from the existing local budget).• Social Worker/School Psychologist. To meet the socio-emotional needs of students and their families.• Literacy Instructional Specialist. To serve as a master teacher in literacy/ELA and provide support for struggling teachers.• Intervention Coordinator. To coordinate all student interventions.• Math Instructional Specialist. To serve as a master teacher in math, provide support for struggling teachers, and coordinate all student math interventions.	
	<h3>Time</h3> <p>Additional time for teaching and learning.</p>
<ul style="list-style-type: none">• Extended school year. 10 additional school days per year for teachers to give teachers additional time for planning and professional development.• Extended school day. A longer school day for both students and teachers (8:15 to 3:45 for students and 8:00 to 4:00 for teachers) to allow for more instructional and learning time.• Common planning time. Weekly common planning sessions (2:30 to 4:00 on Wednesdays) to facilitate collaboration between teachers, allowing educators to share challenges and successful strategies.	



Resources

Access to resources that are critical to the transformation process.

- **SWIS Data Software.** To record and track student discipline data and generate reports detailing behavioral trends over time.
- **SmartBoards, ELMOs, computer hardware, and wireless internet access.** To support daily school activities.